



Department of
Education

Comprehensive Coordinated Early Intervening Services (CCEIS)

Technical User Guide

Tennessee Department of Education | March 2026



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Overview

Comprehensive Coordinated Early Intervening Services (CCEIS)

Mandatory (exactly 15 percent of IDEA Part B, funds 611 and 619) set-asides that are used to address areas of disproportionality for local educational agencies (LEAs) identified as significantly disproportionate for one or more racial/ethnic groups based on:

- identification;
 - educational environment; and/or
 - discipline.
-
- Students aged three through grade 12 can be served with CCEIS set-asides.
 - CCEIS cannot be limited to only Students with Disabilities (SWDs).
 - LEAs must reserve the maximum amount of funds under § 613(f) of IDEA to provide services to address factors contributing to the significant disproportionality. (34 CFR 300.646(d)).

Allowable Activities:

- Professional development
- Educational and behavioral evaluations, services, and supports

The activities should focus on addressing the factors, policies, practices, or procedures that contribute to significant disproportionality.

ePlan User Access

All users must have the correct ePlan user access role to access and complete the Comprehensive Coordinated Early Intervening Services (CCEIS) instrument in ePlan. Users with existing ePlan access can check their current user access roles. To view existing access, visit [ePlan](#), navigate to the Address Book, then LEA Role Contacts, and view who is listed with the **LEA IDEA CCEIS Director** role.

Users with the **LEA User Access Administrator** role can now assign LEA-level roles within ePlan. This means that LEA User Administrators can assign their own planning, monitoring, funding application, and data and information roles.

User Access Administrators are responsible for obtaining the Director of Schools’ signature and uploading user access forms to the LEA Document Library in ePlan monthly. Resources are available to help LEA User Access Administrators with this new ability:

- [ePlan User Access Administrator Manual](#)
- [ePlan User Access Administrator Training](#)
- [ePlan 101 | Top 10 Tips Including Password Assistance](#)

Below are the roles and the order of the workflow status levels specific to the IDEA CCEIS application.

ePlan Role	ePlan Function
LEA IDEA CCEIS Director LEA Fiscal Representative LEA Authorized Representative	Click Draft Started (or Revision Started for revisions) Respond to application questions, enter budgets
LEA IDEA CCEIS Director	Click Draft Completed (or Revision Completed for revisions)
LEA Fiscal Representative	Click LEA Fiscal Representative Approved (or LEA Fiscal Representative Not Approved) (May also request funds after CFA is approved)
LEA Authorized Representative	Click LEA Authorized Representative Approved (or LEA Authorized Representative Returned with Feedback)
FPO Divisional Coordinator	Click FPO Divisional Coordinator Reviewed (or FPO Divisional Coordinator Returned—Revisions Needed)
FPO Director	Click FPO Director Approved (or FPO Director Not Approved)

After each status change, ePlan automatically sends a notification email to all users in the LEA who have the ePlan role of the next step in the process. For example, after the ***LEA IDEA CCEIS Director*** clicks **Draft Completed**, ePlan automatically sends an email to the ***LEA Fiscal Representative***.

Accessing the Application

Navigate to the Comprehensive Coordinated Early Intervening Services from the ePlan homepage by clicking the Funding tab on the left menu bar.

On the Funding page, select the desired fiscal year (2027) in the upper left corner of the screen.

Click IDEA CCEIS to access the funding application.



The Comprehensive Coordinated Early Intervening Services instrument loads to the [Sections](#) page. From the [Sections](#) page, LEA users can change the status of the application by clicking the **Change Status To** link. Users can also navigate to each application page by clicking the page name. On each page, users can return to the [Sections](#) page or navigate directly between pages by clicking the **Go To** button.

Starting the Application

Once the department starts the draft, users with the following access may edit the application: **IDEA CCEIS Director, LEA Fiscal Representative, or LEA Authorized Representative.**

Overview

Allocations

This page will show the allocations for both IDEA Part B and IDEA Preschool budgets.

IDEA CCEIS Checklist

This page will show the approval or feedback from SEA staff for the LEA to revise the application.

Contacts

Provide the requested information about the IDEA CCEIS Point of Contact.

Cover Page

Provide the requested information about the LEA, Director of Schools, and IDEA CCEIS Point of Contact.

LEA Determination Letters and Acknowledgement

This page provides the Areas of Significant Disproportionality and Race/Ethnicity Groups. Choose all that apply to the LEA and upload the LEA's acknowledgement form.

CCEIS Budget Intent

This page requires that the LEA describe how they will ensure compliance with federal requirements of allowability under Education Department General Administrative Regulations (EDGAR).

CCEIS Funding Allocation

This page requires LEAs to determine from where CCEIS funds will be allocated. LEAs provide a percentage for each IDEA grant. Funding will then be deducted from the respective grant in the Consolidated Funding Application and loaded as an allocation in the CCEIS funding application under the respective CCEIS grant. "

CCEIS Assurances

LEAs must review all IDEA program assurances thoroughly. All items specified are requirements of IDEA legislation or regulation. By checking the statement at the top of the page, the user affirms that they have read and understood all requirements, and the LEA will abide by the same.

CCEIS Planning

Policy, Procedure, and Practice (PPP) Review Documents

- This page provides the required templates for the LEA to complete and upload based on identified categories. Detailed instructions for completing each template are provided at the beginning of each document.
 - Policies and Procedures – Discipline
 - Policies and Procedures – Identification
 - Practice Review Tool – Discipline
 - Practice Review Tool – Identification (SLD)
 - Practice Review Tool – Identification (ASD, ED, ID, OHI, SLI)

Root Cause/Contributing Factors Related Documents

- This page provides resources for the LEA to complete a root cause analysis. The results of the analysis will be used by the LEA to develop a plan for addressing the significantly disproportionate identified area.
 - Root Cause Analysis Tip Sheet
 - Root Cause Analysis Worksheet

CCEIS Budget

- Funds can be used to serve students aged three through grade 12, particularly (but not exclusively) students in those groups that were significantly over-identified, over-disciplined, or over-placed in restrictive settings. Participants can include both eligible students with disabilities as well as students who are not identified as SWDs, but who need additional support to succeed in the general education program. **CCEIS cannot be limited to only SWDs.** A broad range of activities, such as professional development, educational and behavioral evaluations, and interventions and supports, may be funded through CCEIS as they must directly be linked to the LEA's root cause analysis. The district must address the factors that the department identified as contributing to the significant disproportionality identification.
 - **CCEIS Strategies and Plan**
 1. Narrative for Use of Funds

Complete these narratives to explain the disproportionality identified and how funds will be used to improve disproportionality.
 2. Budgets
 - a. Enter the amount of funds to be used for SWDs and budgeted in the IDEA CCEIS budget.
 - b. Enter the amount of funds to be used for students not identified as eligible for Special Education and budgeted in the General-Purpose budget.
 - c. Total amount budgets above
 3. General Purpose Regular Education Budgets

Projected expenditures for CCEIS funds associated with non-special education students must be completed by all LEAs using funds for CCEIS to identify the expenditures in support of CCEIS. General education account codes must be used, as these expenditures are supports to regular education students, not students with disabilities. Expenditures identified here must also be included in the IDEA CCEIS budget under 99100-590 Transfers Out.
 - **Budgets (Both IDEA B and IDEA Preschool as applicable)**
 - Budget all funds awarded using the appropriate account number(s), line item(s), and budget tag(s).
 - Provide a budget narrative description for every line item within the budget to explain and describe expenditures appropriately.
 - Where appropriate, use the following Budget Tags to identify budget items. These budget tags will improve the review and reporting processes at the state-level
 - Administrative costs must be budgeted with the appropriate Admin Costs tag, Direct Admin, or Indirect Cost.
 - Budget narrative descriptions must include, if applicable:
 - Full-time equivalents (FTEs) for all employees of the LEA to fund with IDEA funds;
 - Titles of positions (not names) funded, beside the corresponding FTE that matches the titles used throughout the IDEA Requirements section, general

purpose special education budget, and other related documents uploaded in support of the CFA;

- Examples of equipment, materials, and supplies to fund;
- Specific professional development, the number and type of staff who participate (position titles, not employee names), and expenses to pay;
- A description of services for contracting staff or services; and
- An indication of a stipend payment, if funds are paid to an existing LEA staff member for work beyond regular work hours, and an explanation why the stipend is provided to the employee (purpose).

○ **Budget Overview**

No input is required by the LEA. A summary of the IDEA CCEIS budgeted amounts is reported by line item and account number. This section is a resource to provide a different view of the budgeted amounts.

○ **Equipment Purchases Requiring Prior Approval**

Equipment having a useful life of more than one year, with a per-unit purchase price of \$10,000 or more, must be approved prior to purchase (2 CFR § 200.313). Identify any items purchased that meet these criteria on this page.

- If no purchases require prior approval, mark this page as "N/A."
- For each item that requires prior approval, provide the budget codes (account number and line item) under which it will be budgeted, the quantity to be purchased, a description of the item, the unit cost (must be \$10,000 or more), and a justification for the purchase. (The LEA must indicate the need for the item. Why is the equipment necessary) Justifications must be 500 characters or less.
- Add rows as needed by clicking the "Add Row" link.
- All items listed on this page must be in the IDEA CCEIS budget, in the account number and budget line indicated.

Things to track as budget activities are implemented:

- Professional Development (PD) Tracker- The LEA must maintain proper documentation of the attendees, their roles, school(s) assigned, and reasons for attending the PD session.
- Time and Effort- Semi-Annual Assurance/certification and/or Personnel Activity Reports must be completed for all staff funded through IDEA CCEIS.
- Licensure- Work with your HR department to ensure staff have the correct credentials to provide the services outlined in the LEA's CCEIS Plan; this includes contracted services.
- Reporting Requirements- The LEA is required to report the number of children served under CCEIS who received early intervening services and the number of children served under CCEIS who received early intervening services and subsequently received special education and related services under Part B of IDEA during the preceding two-year period. The LEA should maintain a list of these students.
- The LEA must publicly report on the revision of policies, practices, and procedures.